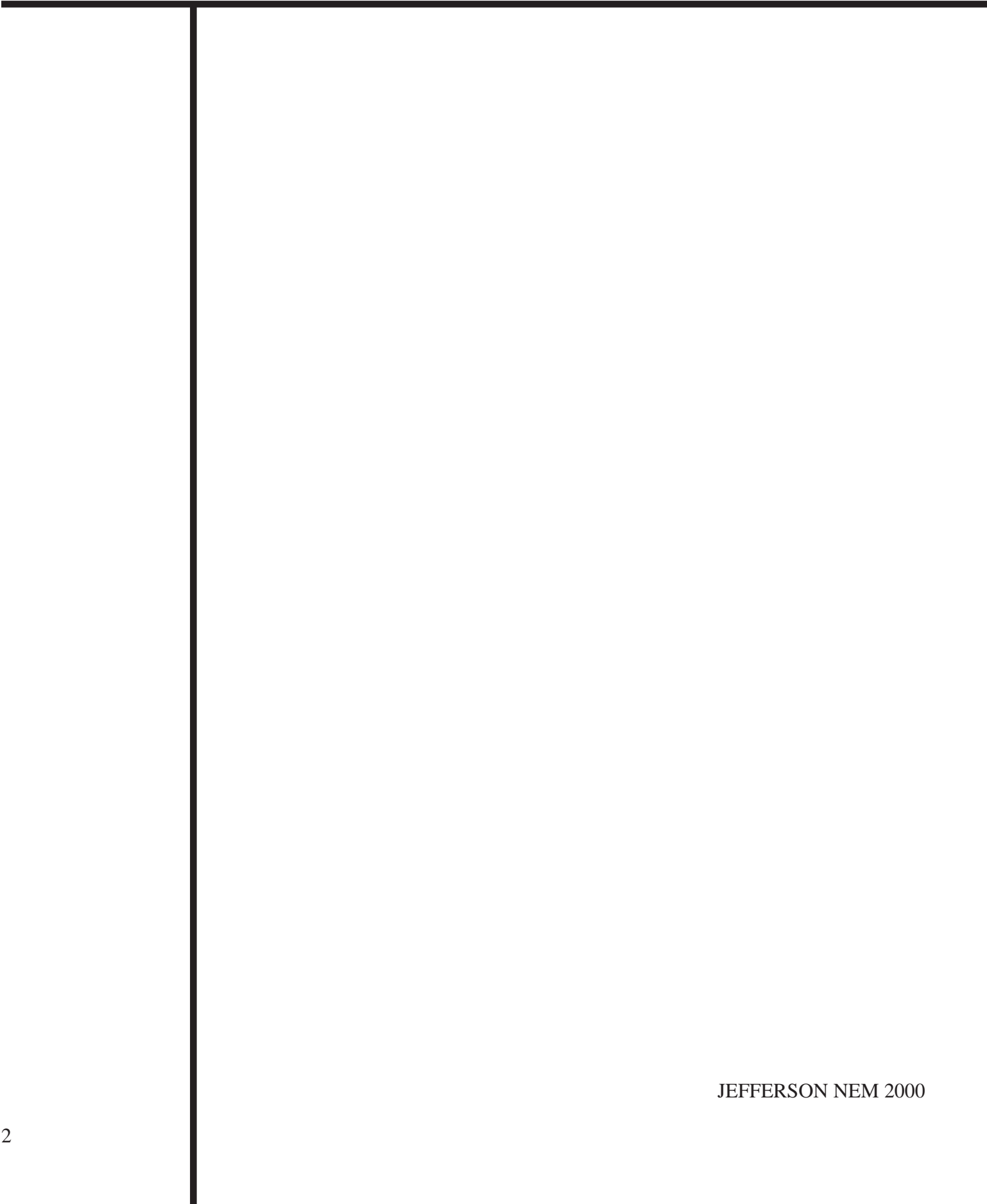

Pre-Trunk Activity

Traveling Trunks are mini-museums. They bring a little bit of history to your classroom. In each trunk, there are photographs, clothing, toys and many other items used in daily living on the western frontier in the 1800s. These artifacts help to tell the story of the past.

Have each of your students prepare a list of contents for their own “Traveling Trunk”. These should be objects or pictures that represent their lives. Have them share with the class why they chose these items.





ALBERT WHITE'S STORY



In January 1848, James W. Marshall found gold nuggets while building a sawmill for John Sutter near the American River in what is now California. Word spread and soon fortune seekers from all over the country and more than twenty other countries swarmed in. The following story is based on the recollections and letters of the forty-niners who toiled for the "Golden Fleece." Even though the story itself is fictional, it is based on real people and real events.

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. gold pan) have a representative from that group stand up, show the item, and pass it around. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.

Dear Cousin,
I am sending you a trunk full of precious things entrusted to our grandfather by an old friend of his. His name was Albert White. Albert was said to be "one of the most expert chin scrapers in St. Louis" and owned the barber shop on the corner of Fourth and Pine in St. Louis, Missouri. When word came that gold was found in the foothills of the Sierra Nevada mountains in 1848, it spread like wildfire. Like the other young men who dreamed of striking it rich in a short time and returning home with enough money to live a comfortable life, Albert left his business and family behind and headed West. While his mining partners died in the mining business, according to grandpa, Albert managed to return with a "comfortable pile of the dust." He opened a barber shop and did a fine business in St. Louis. Falling ill and having no children of his own, Albert entrusted this trunk and the following journal to his best friend (our grandfather) and asked him to tell his children and his children's children of the "days of legend" as he put it. I remember Grandpa always liked to tell us the story about that dog that helped himself to the Thanksgiving turkey minutes before the guests arrived. Wasn't his name "Missouri"? Grandpa said it used to be Albert's dog.

As ever,
Your Cousin,
John



St. Louis in 1849 was a very exciting place. The levee was crowded with steamboats, sometimes anchored side by side and backed up for over half a mile. The streets were crowded with "forty-niners" preparing to go to California from St. Louis, known as the "gateway to the West". In the midst of all this came the deadly cholera epidemic which killed one out of every four people. Then a big fire swept the city. I closed down my barber shop on the corner of Fourth and Pine streets and headed west. People called us "argonauts". They said we reminded them of the men who sought the Golden Fleece in a Greek story of some sort. Like those ancient Greeks and many who came later, I was determined to strike it rich.

"The accounts of the abundance of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by the authentic reports of officers in the public service, who have visited the mineral district, and derived the facts which they detail from personal observation."

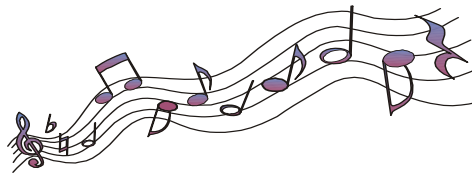
Report to Congress on Dec. 5, 1848
President James K. Polk

Classroom Activity #1

Have students paraphrase the above quote using their own words. Ask them:

- ♦ What do you think President Polk was saying?
- ♦ How would Albert have heard about President Polk's speech in 1848?

(Answer: Newspaper)



Classroom Activity #2

Stephen Foster's "Oh Susannah" became an anthem of the California Gold Rush. Some went to California singing: "Oh Susannah, oh, don't you cry for me; I'm gone to California with a wash-bowl on my knee." When miners left for other places, they sang: "Farewell, Old California, I'm going far away. Where gold is found more plenty, in larger lumps they say." Have your students pretend they are 49ers. Ask them to write and sing "Oh California" based on the tune of "Oh Susannah".

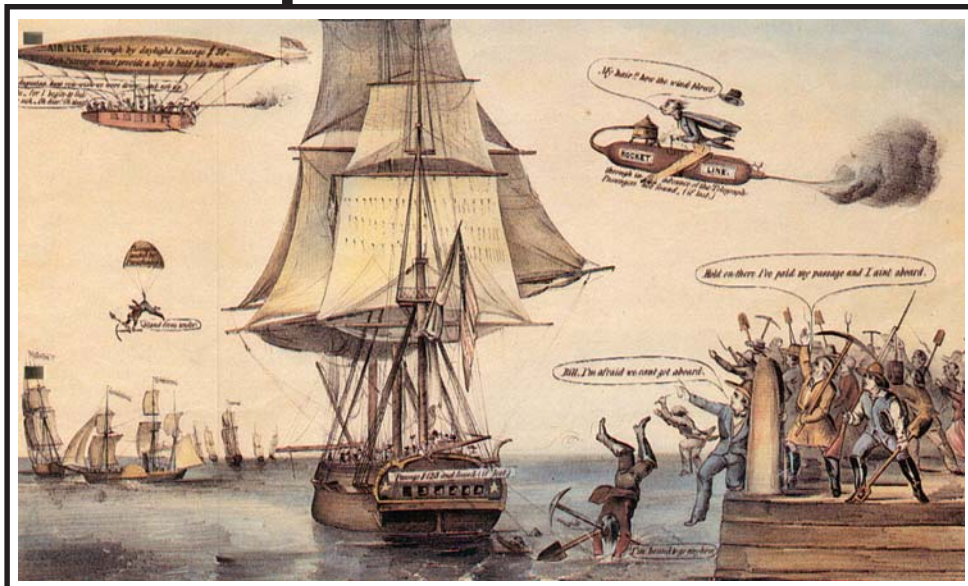


Did You Know?

At least 90,000 people headed west in 1849 for the gold fields, but only around 40,000 reached the Sierra Nevada in 1849. Many turned back. Many died of cholera and other diseases. Some died from the hardship of the journey.



Some people went on the sea voyage which took them around the tip of South America and back up the coast to San Francisco Bay. The dangers of this trip were well known and they included spoiled food, undrinkable water, starvation, disease and shipwreck. The journey itself took from six to eight months! Another more direct route was a trek across Panama at its narrowest part. Once across, travelers sailed on to California. This route took less time, but it was unreliable. If they made it to the Pacific Ocean, they had to be lucky enough to find a boat headed to California, with room for passengers. Because so many sailors had deserted the sea for the gold fields, ships were few and far between. The dangers of the Panama crossing also included jungle diseases such as malaria, typhoid, and yellow fever. Even if everything went according to schedule, the journey still took about four months.



(Use this photo from the trunk.)

The Way They Go To California
Nathaniel Currier
Oakland Museum of California

Classroom Activity #4

Have students role play a family discussion in which Albert tries to persuade them that he should go. Would his family go with him? Why or why not? How would Albert's mother or father feel? Ask the students if they would go if there were a gold rush today in a very isolated area of Africa. What would they take with them? How would their equipment differ from Albert's?

Classroom Activity #5

On a classroom atlas, have students locate the different routes to California and decide which route they would take should they decide to go. Why? Also, have students research methods of transportation available in the 1850s and compare them with those of today.

Classroom Activity #3

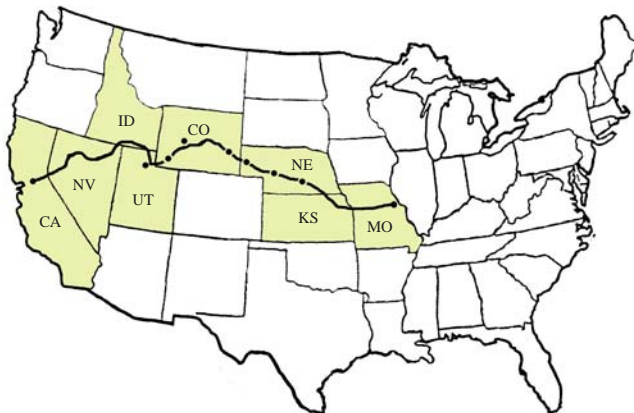
Show this photo to your class and ask them to:

- ◆ List the objects they see in the cartoon.
- ◆ Describe what is taking place.
- ◆ Explain the author's message.
- ◆ Draw a cartoon to describe the "gold fever".

I decided to take the third route to California, and cross the country by wagon. This was relatively new. Even though Lewis and Clark crossed the country some forty years before, there were very few trails. Guide books were available, but most of these were written by people who had never been west of St. Louis. My only guide from Salt Lake City consisted of two small sheets of note paper, sewed together. I walked alongside the wagon from St. Louis to Independence where I was fortunate enough to find some other gold field travelers who allowed me to accompany them through the 2,000 miles of wilderness to the California coast. I remember some excited young men painted their wagons "Wild Yankee, Rough and Ready" and sang songs around the campfire about their adventure. For me, it was a pilgrimage that required patience, energy and courage. Cholera was raging among the emigrants. We lost two people before we arrived at Fort Laramie.



Did You Know?
You can follow the overland route of the forty-niners. The trail still exists today and 1100 miles of ruts and traces can still be seen. To learn more, visit California National Historic Trail at www.nps.gov



The blue areas represent the current states Albert would have traversed.

Classroom Activity #6

The above map shows the route Albert followed to go to California. Use the worksheet in the Appendix on page 24 and have your students color and label the current states Albert would have traversed. When did California become a state? Were all of these areas states back then?

Suppose the distance between St. Louis, Missouri and Lucky Diggins, California is 2,000 miles. Albert could only travel 15 miles a day and left St. Louis on April 1st. George, another forty-niner, left St. Louis on May 1st but could travel 20 miles a day. Which one of them would get to Lucky Diggins first?

(Answer: George)



When it rained on the Plains, there would be these deep mud-holes in which the wagon would stick fast. Did I tell you that when we had to unload the broken wagon on the open prairie, our cattle wandered off? Imagine getting them back together in the tremendous storm of thunder, lightening and wind! I still remember the steep hills, the flat alkali plains where one could see many dead cattle and abandoned "Prairie Schooners", the poor water and clouds of dust and the dreaded desert. However, in the monotony of slow daily travel, the scenery along the trail was magnificent. I still vividly remember that little girl Mary who had blonde hair and blue eyes. She was the only child of our party. I remember her debating with her finger puppet whether the Independence Rock we saw before we got to the South Pass of the Rocky Mountains was the mother of Courthouse Rock and Chimney Rock. But little Mary, who loved to laugh and collect colored pebbles in the sparkling water of babbling brooks, did not live to see the Great Salt Lake City. Cholera took her too. I helped her heart-broken father bury her under one of the very few trees looking over the trail going west, so she would be shaded from the summer sun and not be lonely.

It was a dreary exhausting journey with only wagons for shelter. We were afraid of being attacked and killed by the Indians, but I hear it rarely happens. At times the dust was so bad that we could not recognize one another. We had to live on a little boiled rice with dried fruit along with biscuit when crossing the desert. The only thing in sight was gray white sand where neither grass nor water could be found. After that we were caught in a bad snow storm at the summit of the Rockies. Just when we were about to freeze to death, we met the kind young folks from the Relief Company who gave us two mules (they were sent out by order of the United States Government to help the late emigrants over the mountains). I am forever grateful to them.



Did You Know?

Twenty years before the California Gold Rush, mountain men explored the West for beaver pelts, which were often called "soft gold". An Africa-American mountain man named Jim Beckwourth headed for the Sierra Nevada mining camps. He blazed a trail through the mountains in 1851 and operated a ranch, trading post, and hotel at the summit of Beckwourth Pass. When gold was discovered in Pikes Peak, he went to Colorado as a supplier and storekeeper.



I arrived at Lucky Diggins, California tired and worn down, but still healthy. Rain and mud were everywhere. After prospecting for two days with two other men, Andy and George, who were also from Missouri, we located a spot where there were gold flecks and made our claim.



Many California miners started out using a gold pan which had a flat bottom and sloping sides. Anything from a frying pan to a wash tub was used, however, most preferred the stamped iron variety that was three inches deep and eighteen inches in diameter. The principle behind panning is that gold is heavier than most of the other minerals. As the pan is shaken with dirt and water, the heavier gold sinks to the bottom. The top layer of light dirt is gradually washed out, leaving the gold in the pan. A miner could wash about 50 pans a day while panning for gold.



San Francisco in July, 1849
George Henry Burgess
Oakland Museum of California

(Use this photo from the trunk.)

Classroom Activity #7

Find a current picture of San Francisco on the Internet. Have your students compare it with the above picture, which is from July, 1849. What has changed?



Did You Know?

Gold is important in dentistry, space exploration and jewelry. Gold is also used in medicine, especially in cancer treatment.



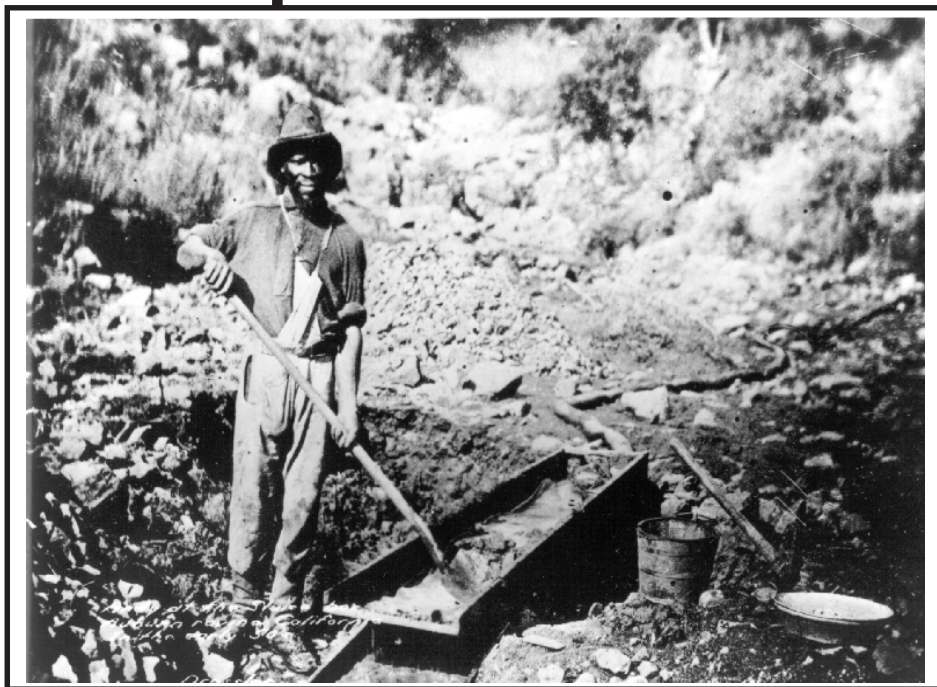
Because a team of miners could extract more gold than a solitary miner, larger devices that could handle more dirt were necessary. One of these was the cradle or rocker. Strips of wood were nailed to the bottom of a short trough and dirt was washed from a wooden hopper across them. The whole contraption was rocked back and forth to remove the dirt while catching the gold on the wooden strips.

A "long tom" or sluicebox (Use photo from the trunk) was a similar device, but much larger and stationary. This is a picture of my friend Andy working at the sluicebox. A mountain stream was partially diverted into it to provide the water flow. As the capacity to process dirt increased, entire hillsides were washed away in a matter of minutes.

Coyoteing was another type of mining. The miner would dig a hole into the hillside and continue digging until he found gold or gave up trying.



You must be curious about where we lived. Our house was a log cabin, sixteen by twenty feet. It was covered with boughs of cedar with no window. We slept on the blankets we brought and buffalo hides. We only had the minimum necessities: tin dishes, a tin frying pan and a coffeepot. For food, we often cooked beans with hot fat and molasses.



*Auburn Ravine, 1852
Joseph B. Starkweather
California State Library-
California History Section*

Classroom Activity #8

Although many merchants made fortunes off of miners buying new items, others had to live on the leftovers or what they found. Have students construct a model of a rocker or long tom with craft sticks or "found" items.

JEFFERSON NEM 2000



The food bags in the trunk held flour, sugar, salt, and coffee beans. We also had dried fruit whenever we could get hold of it. The necessities of life were scarce. As a matter of fact, fresh meat was a half-dollar per pound. Once they even asked a dollar for an onion. I have seen a dishonest storeowner put water in every quart of milk he was selling. We also heard of a desperately selfish boatman who refused to take on board a man who was drowning, because the man could not afford to pay him twenty dollars. There were also, however, many generous acts.

There was a dogfight in the town nearby and a lot of money bet on it. The losing dog was pretty badly chewed up. His owner was swearing to kill him. So I got him for two ounces. He could not even walk and I had to carry him all the way back to our cabin where Andy washed the blood off him and bound up his wounds. The look from the dog's eyes and the way he licked my hands was worth more than what I paid for him. I wrote ma about the dog and named him "Missouri", hoping home could be within reach too. Not able to forget the way he looked when I got him, George and Andy jokingly called him "Misery".

Classroom Activity #9

Have students do comparison shopping. Listed below are prices of common items in St. Louis and California during the Gold Rush. Have students compare these prices and find what today's prices are. How do today's prices compare to those 150 years ago? It was often said that it was easier to "mine the miners" than mine for gold. Why might this be true?

Item	Cost in St. Louis	Cost in California	Cost Today
pan	20¢	\$8	
horse	\$6	\$300	
bread	22¢	\$2	
butter	28¢	\$6	
dozen eggs	23¢	\$36	
can of sardines	5¢	\$16	



Did You Know ?

An 1848 letter published in a Washington newspaper states: "...I know a little boy only twelve years of age who washes out his ounce of gold a day, while his mother makes root beer and sells it at a dollar a bottle." How would your students like to work in the gold fields?



Did You Know?

Jean Baptiste Charbonneau, who was born to Sacagawea on the Lewis and Clark Expedition, worked as a miner during the gold rush.



Even though we all dressed in the usual mining attire, trapper shirt and broadfall trousers, and carried pick, shovel and pans to and from our work, we were from all walks of life. I met physicians and ministers and two of my friends were musicians from the East.



Many people came to California believing that gold could be picked off the ground at one's leisure. Were they disappointed! They found out that they had to work hard in order to wash out their "ounce a day" unless they were the lucky few who hit the mother lode. Some gave up and turned to other lines of work. Many died from lack of proper food and shelter, disease, and attacks from Indians and other miners. Since very few "made a strike", the saying then was that "mining was a lottery". The small pouch in the trunk was what I used to hold the gold that I found. I also enclosed a box with gold samples for you to look at.



Did You Know?

Samuel Clemens, better known as Mark Twain worked in the gold fields of the Nevada Territory in 1862. In his letters to his family, Mark Twain wrote, "Some people are malicious enough to think that if the devil was set at liberty and told to confine himself to Nevada Territory, he could come here and look sadly around a while, and then get homesick and go back to hell again."



Classroom Activity #10

Mark Twain had many adventures, including the Gold Rush. He wrote a story about a jumping frog that he heard about in the gold fields of Nevada. Have your students read the story of the jumping frog in The Celebrated Jumping Frog of Calaveras County.

California looked very different than it does today. There was no school, no library, no bank, no church, and worst of all, no family. I missed ma's cooking and pa's roaring laugh. Among the few other things I brought, there was a journal, my Bible, and my mother's daguerreotype. Almost every man in the California gold mines suffered from the most distressing of all heart diseases called "home-sickness." For those of us who left home and family for the promise of instant wealth on a distant shore, photographic portraits were consoling momentos.

I walked by a tent where a fine lady was gently talking to her little girl. The little girl reminded me of my little sister I left at home in St. Louis. Because there were so few ladies in California, they were usually treated with a great deal of respect. For the most part, women did not become miners except for a short period of time just to experience it. They occasionally ran stores or shops while their husbands worked in the mining fields, but many simply stayed home and tended to domestic affairs. Don't laugh at us, but when one miner's wife finally arrived from the East, her husband's fellow miners were so excited that they carried her into camp. They even carried her donkey on their shoulders.

Classroom Activity #11

The Gold Rush was about getting rich quickly for people, but at what expense? The land in California was destroyed with the different techniques. Was it worth it? Have your students research and compare the following historic mining methods. In your opinion which has the worst impact on the environment? Why?

Gold Pan	Long Tom	Cradle or Rocker	Arrastras
Coyoteing	Dry Washing	Hard Rock Mining	Hydraulic Mining



The Gold Rush brought many changes to California and its people. For instance, some native California Indians washed out gold in the neighboring camps. But it wasn't until we moved to San Francisco that I first met some Chinese. (Use the photo from the trunk.) Rumors of easy wealth and famine in their motherland brought many of them to the gold mines. One of them told me in broken English that the Chinese name for California means "the Golden Mountains". Unlike the rest of us, they had to pay the foreign miners' license tax and were on the bottom of the social classes in California. Many of them were forced to give up mining. African Americans like me worked hard in the mines, often prompted by the hope to redeem our families if not our own freedom. Some of us succeeded in the mines. There was also great prejudice against Latinos. Many of their claims were jumped by Whites. Then there were the American Indians whose fate was worse. Some of them were used as slaves to dig in the hills. The forty-niners would "rather shoot an Indian than a deer any time." You could see the deserted remains of dozens of Indian villages in the foothills and mountain valleys.



Head of Auburn Ravine, 1852
Joseph B. Starkweather
California State Library
California History Section

(Show this photo from the trunk.)



Did You Know?

Much of America was built by immigrants who came to seek fortunes and freedom. Between 1848 and 1852, twenty-five thousand Chinese came to the gold fields. The Chinese, many of them experienced miners, did well in the goldfields at first. They worked abandoned claims for specks of gold non-Asians considered worthless. But during the later stages of the Gold Rush, they often had to suffer from racial

discrimination, sometimes even violence against them. Many had to work as common laborers or cooks and in the laundry business. Some of them later worked to build the Transcontinental Railroad.

Even though the Chinese worked hard on the Central Pacific Railroad, few names are known. On the job, they were all called "John Chinaman." When the cameras recorded the linking of East and West by rail, the Chinese workers were left out.

JEFFERSON NEM 2000

Most of those who became wealthy during the gold rush were not the miners. More often they were people who supplied the miners with food, clothing and tools. The towns that sprang up almost overnight in the gold fields were full of people offering goods and services. These were called "boomtowns". That was how I made my fortune. I met a traveling companion from my long journey from St. Louis. He had washed out a little gold and wanted to go into business. Knowing that I owned a store before and had some experience in business, he asked me to be his business partner, to which I agreed. Wishing George and Andy good luck, I went to San Francisco and purchased goods miners would need. We opened a little store made of two tents where we could bring our goods right into the mining camps. Levi Strauss, who sold trousers, did very well. Other men who made their fortunes opening their own stores were Philip D. Armour and Domingo Ghirardelli. Armour sold meat and Ghirardelli sold chocolate. Later I heard from a miner who visited our store that both George and Andy died in an accident working for a mining company. I wish I had their family's addresses, so I could write and tell them what happened.

It was very hard for us to receive letters from home back then. Our only address would be "San Francisco Post Office". We had to wait in line for hours to look for a letter addressed to us. My business partner, seeing that there were so few postal workers, left the store to become a mailman. He took lists of miners' names and brought their letters back to them, charging one dollar per letter.



Woman in Mining Camp
Lachland McLean
University of Colorado at Boulder- Archives

Classroom Activity #12

Have your students imagine themselves in this picture and take a walk through this camp. Ask them: What necessities would you have for daily living? What would you be doing? Could you smell anything? How do you feel? What are some of your concerns and dreams?

(Use this photo from the trunk.)



Did You Know?

By 1845 the American Indian population in California had dropped from 300,000 to 150,000. By 1870 there were only about 30,000 American Indian people left.

I was too homesick to run that business all by myself in San Francisco. So I closed the store and came home with a comfortable pile of gold dust worth about fifteen thousand dollars. I fell in love with a kind-hearted girl named Esther in St. Louis. Esther used to live not too far from my folks and took care of them while I was gone.

Things in St. Louis had changed a lot. I could not even recognize the city when I went to the Courthouse on Fourth Street for our marriage license. I still remember that everybody was talking about Dred Scott, a slave who sued for his freedom. Being a fellow African American, I felt his pain and struggle. I prayed the decision would be in his favor so Dred's daughters could grow up free. Even animals give the best to their young, what could be wrong for a man to fight for the freedom for his family and children?

By the end of the 1850s, the more easily gathered surface gold was gone. Some miners returned home as I did, some brought their families to California, even others moved on to new gold fields in Colorado, Nevada, and even Alaska. But no matter what people say about the California gold rush, be it adventure, danger, wealth, sin or ruin, we helped make California what it is today and those were the days of legend.



Did You Know?

Hydraulic mining sprayed jets of water against mountainsides to wash out the gold. This caused so much damage to the environment that it was banned in 1884.

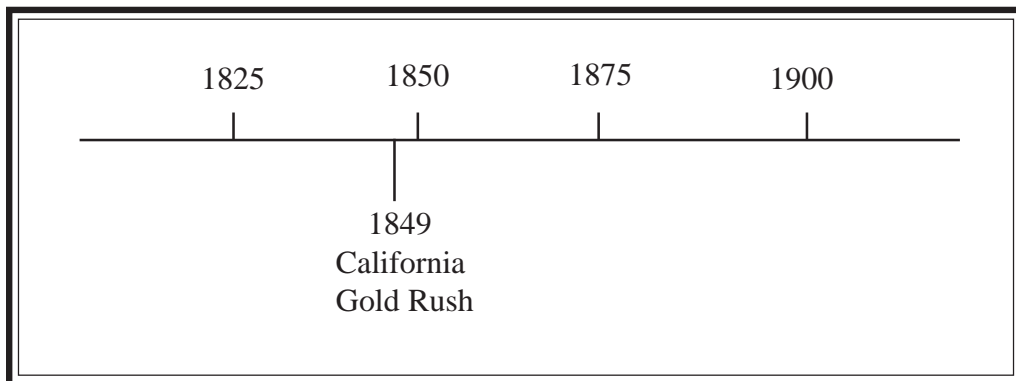
Classroom Activity #13

Just as gold mining altered the environment in the 19th century, lead mining alters the environment today. Have students read the St. Louis Post-Dispatch newspaper article (see Appendix on page 25.) and discuss. Have them roleplay conservationists and miners and debate both sides. How can this issue be resolved? If the students were a United States Senator, how would they handle this issue?

JEFFERSON NEM 2000

Classroom Activity #14

Have students research the different gold rushes in the 19th century and make a **timeline**. (Pikes Peak, CO 1859; Montana, 1868; Deadwood, SD 1876; Coeur d'Alene, ID 1883; Klondike, AK 1898)



(Copy)

Classroom Activity #15

Do gold rushes continue today? Organize students into the following groups: lotteries, casinos, million dollar game shows. Have them compare these activities to the nineteenth century gold rushes. What motivates people to participate? What are the positive and negative consequences? In your opinion, is participating in these activities a wise choice? Why or why not?



Did You Know?

Jack London joined the Klondike stampede in 1897 when he was 21 years old. Even though he did not bring back gold nuggets, he came back with stories like *The Call of the Wild* which made him a famous writer.



Did You Know?

“Teaching with Historic Places” website has free on-line lesson plans. Check out these easy to use lesson plans at www.cr.nps.gov/nr/twhp

✓ Gold Fever!
Seattle Outfits the Klondike Gold Rush

✓ Skagway:
Gateway to the Klondike



Did You Know?

About one million acres of land within Wrangell-St. Elias National Park and Preserve are owned by private miners. Visitors to the park can pan for gold. Check out the Policy for Gold Panning and Mineral Collection at www.nps.gov/wrst/goldregs



PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

CLASSROOM ACTIVITY #16

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 19. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 21.)

To learn more about the importance of national parks, view “Conviction of the Heart” and “The Challenge of Yellowstone” video found in the trunk.

San Francisco Maritime National Historical Park

After sailing around the Cape or making their way across Panama, many miners landed here. Check out their school program called “The Gold Rush” at www.nps.gov/safr.

Death Valley National Monument

site includes Scottys Castle, the home of a famous gold prospector and tells the story of The Lost Forty-niners at www.nps.gov/deva.

Klondike Gold Rush National Historical Park

commemorates the Klondike Stampede in Alaska. Check out the Educators Resource Guide and the Virtual Visitor Center of their Seattle Unit at www.nps.gov/klgo.

Visit these national parks on the Internet at: <http://www.nps.gov> and use them as resources to teach about the Gold Rush.



Decision

Making:

What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?

Careers Search



S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



CHARACTER COUNTS

There was much prejudice and discrimination in the mining camps. Have your students research the social, economic, and political implications of the Gold Rush on the following six groups of people in California: White miners, women, immigrants from China, native-born Californios/Mexicans, American Indians in California, and African Americans. Ask them to list reasons that prejudice and discrimination take place when people of different races and cultures come together. Do these reasons suggest why prejudice and discrimination increased during the later stages of the Gold Rush? Have students role play the daily lives of these people in the gold fields. How could issues be handled differently?

	White miners	Women	Immigrants from China	Californios/Mexicans	American Indians	African Americans
Social						
Economic						
Political						

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



ADDITIONAL RESOURCES

Now that your students have experienced life as a gold miner, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

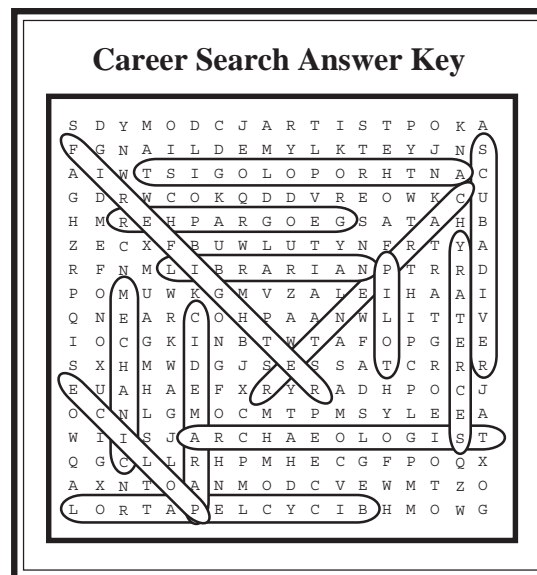
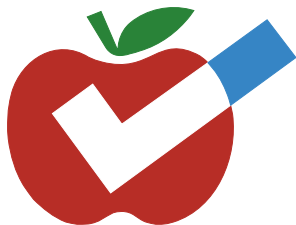
Jefferson National Expansion Memorial
<http://www.nps.gov/jeff>

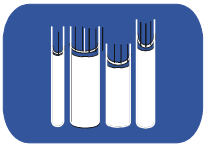
National Park Service
<http://www.nps.gov>

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700, extension 0.

- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)





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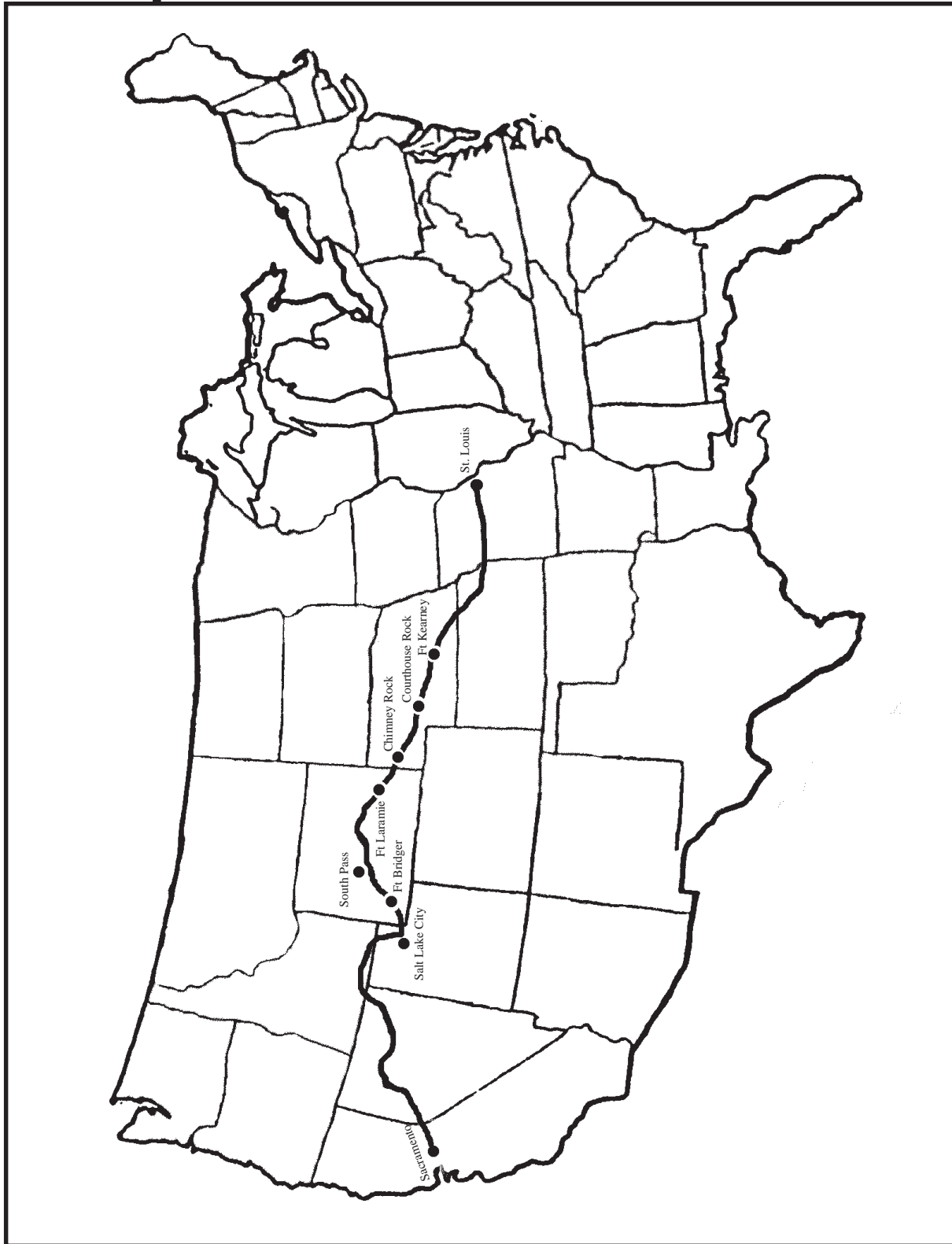
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APPENDIX



(Copy)

JEFFERSON NEM 2000

Ozark National Scenic Riverways land on private list of endangered U.S. parks

Conservationists fear threat from lead mining

BY DAN ITTEL

Post-Dispatch Washington Bureau

WASHINGTON — The potential of new lead mining in southern Missouri has landed the Ozark National Scenic Riverways — a collection of three areas along the banks of the Jacks Fork and Current rivers — on a list of the 10 most endangered national parks.

The park was added to the list compiled by the National Parks Conservation Association because of what the group said was the threat of water pollution if new mining occurs in the area.

"The Ozark National Scenic Riverways was authorized by Con-

gress in 1964 and established in 1972, but it is still under threat from development," said Tom Kiernan, the association's president.

Kiernan and Sen. Bob Graham, D-Fla., announced their list of endangered parks at a news conference Wednesday. This is the second year the association, a non-profit group funded by members, has formed such a list, and the first year the Ozark rivers park has been included.

"Logic tells you that national park status protects America's priceless wild and scenic areas from human degradation, but that logic is wrong," said Kiernan.

The Ozark Riverways are joined on the list by other national parks such as Yellowstone in Wyoming and the Everglades in Florida.

The Mark Twain National Forest, which is open to mining, surrounds the Ozark Riverways. Doe

Run Mining Co. has recently withdrawn proposals to mine in the area, but National Parks Conservation Association officials contend the threat to mine is still there.

Doe Run Co.'s response

Doe Run's president, Jeffrey Zelms, said the company's operations are required to qualify for state and federal permits and that any discharge from the mining process is monitored and must meet certain standards.

"We have been mining in Missouri for 136 years and the new lead belt, the area in question, since the early '50s," he said.

Lori Nelson, the association's Heartland regional director, said that if there is mining in the southern region of the Mark Twain National Forest, the threat for water contamination becomes greater.

"Parks can, and are, affected by outside activities such as mining," she said. "Also, the risks posed by potential contamination of park water sources are too great to gamble. Because of the area's geology, mining there is like Russian roulette. Eventually, something bad is bound to happen."

U.S. Sen. Christopher "Kit" Bond, R-Mo., last year sponsored a federal law that has prevented the Interior Department from withdrawing lands from eligibility for mining until completion of environmental and economic impact statements. It also prevents new mining from taking place without such studies.

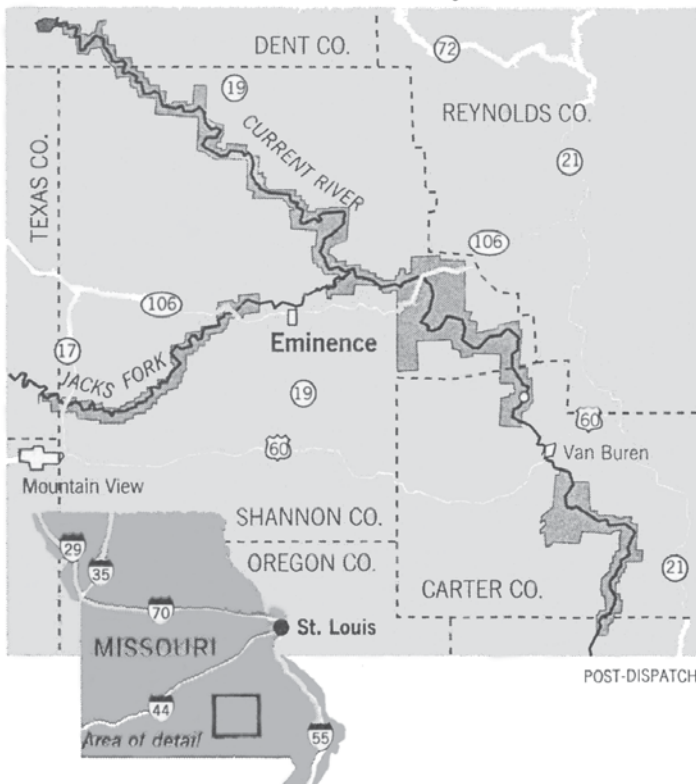
Bond's provision prevents the Interior Department from preserving the land until Oct. 1, 2001.

The association is asking Congress to repeal the law so conservationists can petition President Bill Clinton's administration for a 20-year ban on mining in the area.

"This is going to be a long-term fight," said Nelson. "You've got a real conflict with the mining and the forests. It's economy vs. the environment."

 postnet.com/links Visit online the National Park Service and Ozark National Scenic Riverways.

Ozark National Scenic Riverways



St. Louis Post-Dispatch, April 6th, 2000